



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12511940
SAU: MSAD 57
School: Massabesic Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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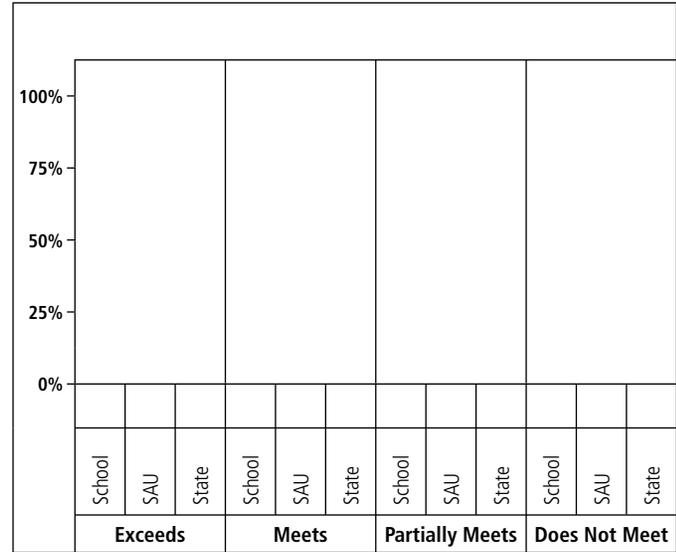
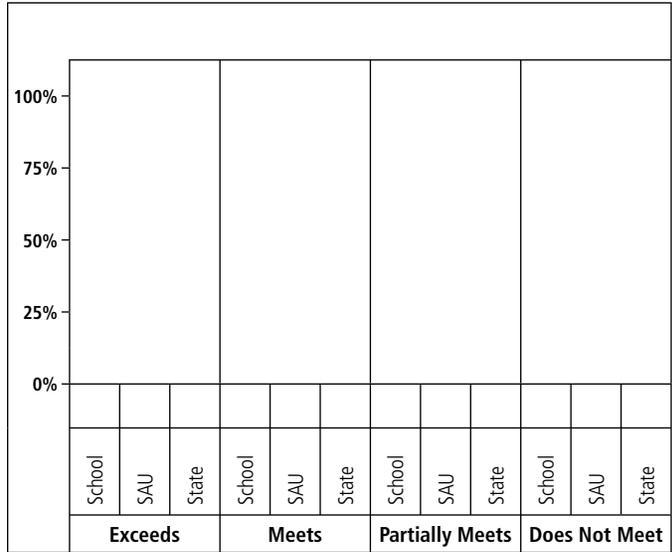
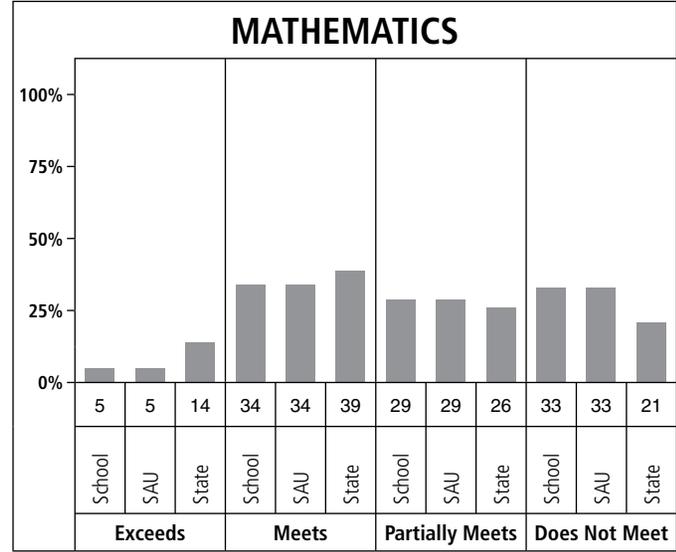
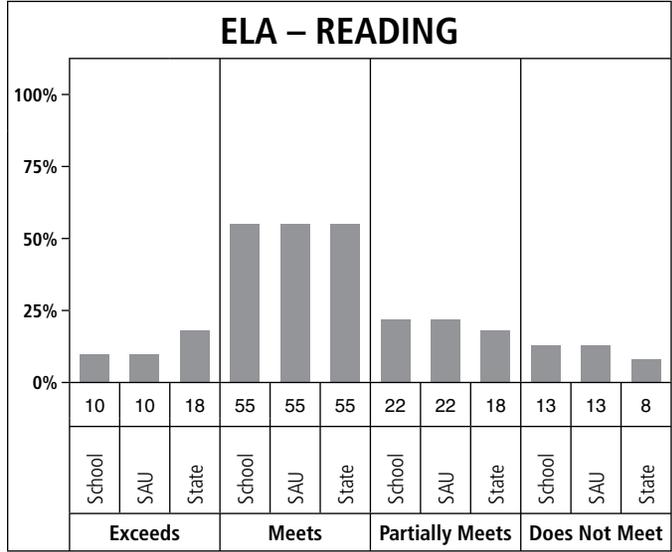


SUMMARY OF SCORES

Test Date: March 2008
 Grade: 7
 SAU: MSAD 57
 School: Massabesic Middle School

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	742	742	745
2006–2007	745	744	748
2007–2008	746	746	750
Cum. Avg.*	744	744	748
Mathematics			
2005–2006	740	740	740
2006–2007	741	741	742
2007–2008	736	736	743
Cum. Avg.*	739	739	742



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: MSAD 57
 School: Massabesic Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		ELA-Reading						Mathematics																	
	n	%	n	%	n	%	School		SAU		State		School		SAU		State		School		SAU	State	School		SAU	State				
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	289	100	289	100	14818	100	288	100	288	100	14698	99	287	99	287	99	14694	99												
Ethnicity																														
African American/Black	4	1	4	1	381	3	4	100	4	100	372	98	4	100	4	100	375	99												
American Indian or Native Alaskan	2	1	2	1	113	1	2	100	2	100	112	99	2	100	2	100	112	99												
Asian or Pacific Islander	1	0	1	0	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	3	1	3	1	178	1	3	100	3	100	176	99	3	100	3	100	177	100												
Caucasian/White	279	97	279	97	13927	94	278	100	278	100	13825	99	277	99	277	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	48	17	48	17	2556	17	48	100	48	100	2508	99	47	98	47	98	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	100	35	100	35	5461	37	99	99	99	99	5408	99	98	98	98	98	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU	State	School		SAU	State				
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Participation without accommodations	246	85	246	85	12195	82	246	85	246	85	12215	82												
Identified disability (PET/IEP)	6	2	6	2	418	3	6	2	6	2	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	10	4	10	4	181	1	10	4	10	4	182	1												
Participation with accommodations	40	14	40	14	2320	16	39	13	39	13	2303	16												
Identified disability (PET/IEP)	40	100	40	100	1912	82	39	100	39	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	2	1	2	1	178	1	2	1	2	1	176	1												
Identified disability (PET/IEP)	2	100	2	100	178	100	2	100	2	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	1	0	1	0	93	1	2	1	2	1	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	MSAD 57
School:	Massabesic Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL						
		School		SAU		State		
		N	%	N	%	N	%	
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)		2005-2006	27	9	28	9	1769	11
		2006-2007	24	8	24	8	2630	18
		2007-2008	30	10	30	10	2604	18
		Cum. Total*	81	9	82	9	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)		2005-2006	139	44	139	44	7521	49
		2006-2007	151	52	151	51	7605	51
		2007-2008	157	55	157	55	8049	55
		Cum. Total*	447	50	447	50	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)		2005-2006	95	30	95	30	3773	24
		2006-2007	79	27	80	27	3000	20
		2007-2008	63	22	63	22	2672	18
		Cum. Total*	237	27	238	27	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)		2005-2006	56	18	56	18	2399	16
		2006-2007	37	13	39	13	1620	11
		2007-2008	36	13	36	13	1190	8
		Cum. Total*	129	14	131	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.4	57.9	32.4	57.9	35.3	63.0
Literary Text	28	50	15.8	56.4	15.8	56.4	17.3	61.8
Informational Text	28	50	16.6	59.3	16.6	59.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 7
SAU: MSAD 57
School: Massabesic Middle School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	286	30	10	157	55	63	22	36	13	746	286	10	55	22	13	746	14515	18	55	18	8	750
Ethnicity																						
African American/Black	4									730	4					730	365	10	49	19	22	742
American Indian or Native Alaskan	2									749	2					749	110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	3										3						173	12	54	18	15	746
Caucasian/White	276	30	11	153	55	60	22	33	12	746	276	11	55	22	12	746	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	46	0	0	7	15	15	33	24	52	730	46	0	15	33	52	730	2330	2	30	36	32	735
No	240	30	13	150	63	48	20	12	5	749	240	13	63	20	5	749	12185	21	60	15	4	753
Current LEP																						
Yes	0									746	0					746	342	8	46	22	24	741
No	286	30	10	157	55	63	22	36	13	746	286	10	55	22	13	746	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	98	6	6	47	48	26	27	19	19	742	98	6	48	27	19	742	5299	9	51	26	14	745
No	188	24	13	110	59	37	20	17	9	748	188	13	59	20	9	748	9216	23	58	14	5	753
Migrant																						
Yes	0									746	0					746	1					
No	286	30	10	157	55	63	22	36	13	746	286	10	55	22	13	746	14514	18	55	18	8	750
Gender																						
Female	141	19	13	81	57	30	21	11	8	748	141	13	57	21	8	748	7084	24	55	15	6	752
Male	145	11	8	76	52	33	23	25	17	744	145	8	52	23	17	744	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0									746	0					746	946	6	47	34	12	743
No	286	30	10	157	55	63	22	36	13	746	286	10	55	22	13	746	13569	19	56	17	8	750
Gifted/talented program																						
Yes	17	9	53	7	41	1	6	0	0	760	17	53	41	6	0	760	574	61	38	1	0	765
No	269	21	8	150	56	62	23	36	13	745	269	8	56	23	13	745	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 57
School: Massabesic Middle School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%		
How much homework do you do on school nights?																						
A. none	5	0	0	6	46	2	15	5	38	736	5	0	46	15	38	736	6	9	42	24	25	741
B. less than one hour	43	13	11	67	55	25	21	16	13	746	43	11	55	21	13	746	50	17	56	19	8	750
C. one to two hours	46	15	12	74	57	30	23	10	8	747	46	12	57	23	8	747	40	20	58	16	6	752
D. more than two hours	7	2	10	10	50	5	25	3	15	744	7	10	50	25	15	744	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	11	12	56	61	20	22	5	5	748	33	12	61	22	5	748	36	24	58	14	5	753
B. They match some of what I have learned.	51	15	10	78	55	30	21	20	14	746	51	10	55	21	14	746	50	16	58	19	8	749
C. They match just a little of what I have learned.	14	4	10	20	50	10	25	6	15	744	14	10	50	25	15	744	11	13	45	26	16	745
D. There is no match.	2	0	0	3	43	1	14	3	43	735	2	0	43	14	43	735	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	15	20	43	57	10	13	8	11	750	27	20	57	13	11	750	28	35	52	9	5	756
B. good	49	13	9	83	60	30	22	13	9	746	49	9	60	22	9	746	52	15	60	18	7	750
C. fair	21	1	2	26	44	19	32	13	22	740	21	2	44	32	22	740	18	3	49	33	15	742
D. poor	3	1	13	5	63	2	25	0	0	747	3	13	63	25	0	747	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	1	3	17	44	10	26	11	28	739	14	3	44	26	28	739	16	13	48	23	16	745
B. about the same as my regular schoolwork	62	15	9	101	58	41	24	16	9	747	62	9	58	24	9	747	65	18	57	18	7	750
C. easier than my regular schoolwork	24	14	21	38	56	11	16	5	7	749	24	21	56	16	7	749	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	1	3	11	37	8	27	10	33	737	11	3	37	27	33	737	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	56	10	6	88	56	43	28	15	10	745	56	6	56	28	10	745	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	34	18	19	57	60	11	12	9	9	750	34	19	60	12	9	750	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	13	11	66	57	22	19	15	13	747	41	11	57	19	13	747	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	54	16	11	85	56	36	24	15	10	746	54	11	56	24	10	746	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	7	5	36	4	29	4	29	738	5	7	36	29	29	738	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	17	7	15	26	54	10	21	5	10	748	17	15	54	21	10	748	17	25	57	13	6	753
B. 20 minutes to an hour	40	15	13	70	61	22	19	7	6	748	40	13	61	19	6	748	45	22	56	16	6	752
C. less than 20 minutes	13	4	11	20	53	9	24	5	13	745	13	11	53	24	13	745	13	14	56	21	9	748
D. I rarely read at home.	29	4	5	41	50	20	24	17	21	743	29	5	50	24	21	743	24	8	53	26	13	745
Optional school/SAU question																						
A.	60	0	0	3	50	1	17	2	33	740	60	0	50	17	33	740						
B.	20	0	0	1	50	1	50	0	0	742	20	0	50	50	0	742						
C.	10	0	0	1	100	0	0	0	0	748	10	0	100	0	0	748						
D.	10	0	0	0	0	1	100	0	0	734	10	0	0	100	0	734						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



MATHEMATICS RESULTS

Test Date: March 2008
 Grade: 7
 SAU: MSAD 57
 School: Massabesic Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	32	10	32	10	1646	11		
	2006-2007	36	12	36	12	2142	14		
	2007-2008	13	5	13	5	2028	14		
	Cum. Total*	81	9	81	9	5816	13		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 741–760)	2005-2006	120	38	121	38	5497	36		
	2006-2007	110	38	110	37	5642	38		
	2007-2008	96	34	96	34	5703	39		
	Cum. Total*	326	36	327	36	16842	38		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	94	30	94	30	4514	29		
	2006-2007	90	31	90	31	4077	27		
	2007-2008	83	29	83	29	3733	26		
	Cum. Total*	267	30	267	30	12324	27		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	71	22	71	22	3797	25		
	2006-2007	56	19	59	20	3001	20		
	2007-2008	93	33	93	33	3054	21		
	Cum. Total*	220	25	223	25	9852	22		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.0	50.0	8.0	50.0	8.8	55.0
Cluster 2: Shape and Size	14	25	4.3	30.7	4.3	30.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.6	32.5	2.6	32.5	3.5	43.8
Cluster 4: Patterns	18	32	6.6	36.7	6.6	36.7	7.9	43.9

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 7
SAU: MSAD 57
School: Massabesic Middle School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	285	13	5	96	34	83	29	93	33	736	285	5	34	29	33	736	14518	14	39	26	21	743
Ethnicity																						
African American/Black	4										4						372	5	24	25	45	731
American Indian or Native Alaskan	2										2						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	3										3						175	9	32	30	29	737
Caucasian/White	275	13	5	96	35	79	29	87	32	737	275	5	35	29	32	737	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	45	0	0	4	9	6	13	35	78	721	45	0	9	13	78	721	2321	2	16	26	55	727
No	240	13	5	92	38	77	32	58	24	739	240	5	38	32	24	739	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	285	13	5	96	34	83	29	93	33	736	285	5	34	29	33	736	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	97	4	4	21	22	27	28	45	46	731	97	4	22	28	46	731	5301	5	31	31	33	736
No	188	9	5	75	40	56	30	48	26	739	188	5	40	30	26	739	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	285	13	5	96	34	83	29	93	33	736	285	5	34	29	33	736	14517	14	39	26	21	743
Gender																						
Female	141	2	1	50	35	47	33	42	30	735	141	1	35	33	30	735	7086	14	40	26	20	743
Male	144	11	8	46	32	36	25	51	35	737	144	8	32	25	35	737	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	285	13	5	96	34	83	29	93	33	736	285	5	34	29	33	736	13572	15	40	25	20	743
Gifted/talented program																						
Yes	17	5	29	9	53	3	18	0	0	754	17	29	53	18	0	754	575	64	31	3	1	765
No	268	8	3	87	32	80	30	93	35	735	268	3	32	30	35	735	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

